

STRATEGIC SCHOOL PROFILE 2003-04

Granby School District
GWEN E VAN DORP, Superintendent

Telephone: 860-844-5250



This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Hartford	Public School Enrollment as a Percent of Town Population: 21.3%
2000 Population: 10,347	Public School Enrollment as % of Total Student Population: 92.1%
1990-2000 Population Growth: 10.4%	Percent of Adults without a High School Diploma in 2000: 7.8%
2000 Per Capita Income: \$33,863	Adult Education Enrollment in 2002-03 School Year: 17
Number of Public Schools: 5	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 3
Number of Nonpublic Schools: 0	

Education Reference Group (ERG): B ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2003-04	1.9	5.1	26.6
	2002-03	1.5	4.9	25.4
% of K-12 Students with Non-English Home Language	2003-04	1.7	6.8	12.4
	1998-99	1.3	6.1	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	95.5	93.6	88.9
	1998-99	94.6	90.5	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	88.4	90.8	76.4
	1998-99	93.2	87.8	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	24.9	20.2	23.0
	1998-99	27.6	24.6	31.3

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	K -12
Total January Enrollment	2,201
5-Year Oct. Enrollment Change	16.8%
Projected Oct. 2008 Enrollment	
Elementary	1,031
Middle School	600
High School	720
Prekindergarten, Other	0

Race/Ethnicity (Jan.)	Number	Percent
American Indian	5	0.2
Asian American	20	0.9
Black	31	1.4
Hispanic	30	1.4
White	2,099	95.4
Other	16	0.7
Total Minority 2003-04	102	4.6
Total Minority 1998-99	76	4.0

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Granby continues our commitment to reducing racial, ethnic and economic isolation. In addition to continually enriching our curriculum, we have initiated and enhanced opportunities for students to participate in a variety of inter-district initiatives:

Project Choice. Granby has participated in Project Choice (formerly Project Concern) since its inception. Thirty-four Hartford students attended the Granby Memorial Middle and High Schools during the 2003-04 school year. These students also benefited from the addition of an after-school program.

Magnet Schools. As outlined in a district Quality and Diversity Plan, tuition support was provided to eleven students who attended the Greater Hartford Academy of the Arts and the Greater Hartford Academy of Math and Science. Two additional students attended the Academy of the Arts at their own expense and three Granby students attended the Hartford Magnet Middle School.

Interdistrict Programs. Seven years ago a partnership was formed between the Granby Public Schools, Hartford Public Schools and the Holcomb Farm Learning Centers. Since its inception, *Link and Learn* has expanded to include over 350 students in grades K-6. Students meet face to face during the summer and during the school year to engage in scientific exploration within the theme of the environments of town, farm and city. Granby students also participate in Sister School Programs, Project SOAR, the Diversity through Aquaculture Program, and the Greater Hartford Academy of Math and Science Explorations Program.

Other. Granby schools have continued their commitment to international trips and exchange programs, most recently with students from Japan, France, and Costa Rica. Many students fulfill their community service requirement through participating in activities that take place in urban settings, e.g. Habitat for Humanity. Secondary students and faculty benefited from diversity programs facilitated by external consultants skilled in diversity issues. The Middle School offered a parent workshop in diversity training during the 2003-2004 school year.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	147.1
Administrators	11.0
Library/Media Staff	2.0
Other Professionals	17.7
% Minority 2003-04	1.1
% Minority 1998-99	1.2
# Non-Certified Instructional	70.6

Average Class Size		District	ERG	State
Grade K	2003-04	21.5	19.2	18.7
	1998-99	20.9	19.3	18.6
Grade 2	2003-04	21.8	20.2	19.8
	1998-99	20.9	20.3	20.1
Grade 5	2003-04	22.9	22.2	21.4
	1998-99	21.3	21.5	21.5
Grade 7	2003-04	21.8	21.4	21.6
	1998-99	21.2	21.3	21.7
High School	2003-04	20.0	20.5	20.3
	1998-99	19.5	20.7	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.1	12.9	13.5
% with Master's Degree or Above	80.7	81.8	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	29.3	29.2	26.6

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	984	984	984
Middle School	1,033	1,018	1,014
High School	982	991	1,000

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	3.5	3.9	3.7
Students Per Teacher	14.9	14.1	13.8
Teachers Per Administrator	13.4	14.2	14.0

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	42.6	43.0	34.6

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Grade 4 Reading	77	78.9	74.1	54.3
Writing	80	82.1	81.7	65.8
Mathematics	84	86.7	77.1	57.6
All Three Tests	65.0	66.3	62.9	42.3
Grade 6 Reading	84	73.9	79.8	61.9
Writing	85	70.7	78.4	62.2
Mathematics	77	77.2	79.6	62.0
All Three Tests	67.7	59.2	65.7	46.4
Grade 8 Reading	80	84.8	84.8	66.7
Writing	67	72.5	80.6	61.8
Mathematics	74	79.8	78.3	56.3
All Three Tests	56.8	64.9	67.7	45.7
Participation Rate	98.1	98.6	98.2	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Reading Across the Disciplines	59	79.7	69.6	48.0
Writing Across the Disciplines	59	80.3	71.4	53.7
Mathematics	49	72.4	67.0	46.1
Science	65	80.6	66.1	47.4
All Four Tests	33.1	54.5	45.7	27.7
Participation Rate	95.2	99.3	98.7	96.9



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT[®] I: Reasoning Test	Class of 1998	Class of 2003		
	District	District	ERG	State
% of Graduates Tested	86.2	81.7	91.6	76.2
Mathematics: Average Score	536	537	546	508
Mathematics: % Scoring 600 or More	31.9	27.1	34.0	23.8
Verbal: Average Score	539	531	537	504
Verbal: % Scoring 600 or More	30.9	28.0	29.2	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2003	1.3	3.6	9.5
2002-03 Annual Rate for Grades 9 through 12	0.5	0.9	2.1
1997-98 Annual Rate for Grades 9 through 12	1.7	1.5	3.5

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2003	102	77.9	90.6	80.3
	1998	94	86.2	89.2	76.7
 Employed or in Military	2003	15	11.5	7.0	15.7
	1998	14	12.8	8.1	17.8
 Unemployed	2003	1	0.8	0.3	1.1
	1998	0	0.0	0.4	2.0

DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	ERG	State
Instructional Staff and Services	\$11,591	\$5,389	\$6,046	\$5,758	\$6,036
Instructional Supplies and Equipment	\$745	\$347	\$249	\$232	\$252
Improvement of Instruction and Educational Media Services	\$721	\$335	\$386	\$462	\$376
Student Support Services	\$1,292	\$601	\$583	\$653	\$580
Administration and Support Services	\$1,980	\$920	\$1,051	\$1,090	\$1,061
Plant Operation and Maintenance	\$1,900	\$883	\$998	\$1,021	\$992
Transportation	\$749	\$380	\$468	\$420	\$470
Costs for Students Tuitioned Out	\$374	N/A	N/A	N/A	N/A
Other	\$312	\$145	\$120	\$126	\$117
Total	\$19,663	\$9,024	\$10,129	\$9,931	\$10,096
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,567	\$729	\$1,132	\$994	\$1,177
Adult Education	\$9	\$504	N/A	\$820	\$996

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	71.4	26.7	1.3	0.6
Without School Construction	77.1	20.8	1.4	0.7

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,279	2.5	\$7,881	3.9	\$8,306	3.6
Salaries and Benefits	\$5,949	4.4	\$6,544	4.1	\$6,848	3.9
Supplies	\$448	-1.5	\$423	9.9	\$431	1.4
Equipment	\$166	16.1	\$117	-9.3	\$125	-3.8
High School						
Total	\$9,376	9.8	\$9,714	6.2	\$9,192	3.3
Salaries and Benefits	\$7,353	11.3	\$7,901	6.7	\$7,406	3.7
Supplies	\$752	11.4	\$537	10.3	\$504	1.8
Equipment	\$114	-8.8	\$139	-2.8	\$153	-11.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Granby Board of Education is committed to allocating an equitable level of material and financial resources among district schools. As part of the long-range fiscal plan for large capital projects, small capital expenditures and operating budgets within the Town of Granby, the Board of Finance, Board of Selectmen, and Board of Education enter into a Statement of Commitment. This Statement of Commitment establishes a maximum increase for the operating budget. The Administrative Team develops a budget proposal within these parameters.

Distribution of funds within the budget is driven primarily by enrollment needs. Board of Education class size guidelines are used to determine the number of additional teachers and support personnel required in each building. This data is also used to determine the level of funding for instructional support such as instructional supplies. Decisions about new programs and textbooks are made as part of a five-year K-12 curriculum review cycle. The development of the annual budget also includes an examination of student assessment results, program evaluations, and accreditation recommendations. All administrators are actively engaged in the budget development and presentation process.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The mission of the Granby Public Schools is *to maximize student learning through reaching high standards of responsible behavior and academic achievement within a climate of continuous improvement, mutual respect and trust*. This mission is brought to life throughout all aspects of the educational program.

Student achievement continues to be strong. On the Connecticut Mastery Tests, between 71% and 87% of students in grades 4, 6 and 8 met or exceeded goal in math writing and reading. The percentage of tenth graders who met or exceeded goal on the Connecticut Academic Performance Tests grew significantly in all four content areas. The number of students enrolled in Advanced Placement Courses and percentage of students who scored three or higher on AP exams reached a Granby high.

During the 2003-04 school year, Granby schools and individual students received recognition for excellence in many different areas: 1) CT Governor's Summer Reading Challenge, 2) Boston University Engineering Design Competition, 3) Readers Digest Word Power Challenge, 4) Middle School Geography Bee, 5) Michael's Athletic Achievement Cup, 6) Debate team and individual competitions, 7) Student Writers' Magazine, 8) Music competitions, 9) National Merit Scholarship Program, 9) USA Bio Olympiad, 10) Athletic teams, and 11) CT Association of Boards of Education Leadership Award.

Needs and Improvement Plans

All Granby schools have developed a data-based school improvement plan to guide continuous improvement efforts. The major emphasis in the elementary grades continues to be the use of data to improve instruction in language arts and mathematics. Two consulting teachers support elementary teachers in these initiatives. Differentiation of instruction and reading in the content areas continue to be a focus at the Middle School. At the high school, the Professional Learning Community model of school improvement guides improvement efforts.

<p>Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.</p>
--

<p>For the school district website, see www.granby.k12.ct.us</p>
--